

ENTREPRENEURSHIP TIC-TAC-TOE FACILITATOR NOTES



- Never say the students are in competition.
- Usually they will try to compete, rather than cooperate.

Phase One Verbal Instructions

- Get into groups of 4 to 5 people.
- Each person should choose their own unique symbol from those shown on the bottom of the Tic-Tac-Toe grid.
- Each person should take turns drawing their symbol in any empty square on the grid.
- Objective: See how many points you can score. Be sure to stop when 4 of the same symbols are placed in a row.
- When someone in your group places 4 of his/her symbols in a row, have them stand.

SCORING

Each time a symbol is placed on the grid = 1 point
 3 in a row = 2 bonus points
 4 in a row = 4 victory points and ends the game

Bonus Points:

Three in a row is worth two bonus points (three for each symbol + two bonus = 5 points)



Timing

Observe the group to see how each group is progressing.

When one person stands after achieving 4 in a row, announce that all groups should stop and tally each person's point totals.

Have them write everyone in the group's name on the back of the tic-tac-toe page and that person's point total. Ask them to circle the winner's name.

Phase Two Verbal Instructions

- The groups should remain together.
- Each person uses the same unique symbol from those shown on the bottom of the Tic-Tac-Toe grid.
- Each person will still *take turns* drawing their symbol in any empty square on the grid.
- Difference Maker: This time, encourage them to cooperate! Instead of competing, they are trying to have everyone achieve the most points possible.
- Objective: See how many points you can score. Be sure to stop when 4 of the same symbols are placed in a row.
- When everyone in your group places at least 6 of his/her symbols in a row, have them stand.

SCORING

The scoring rubric remains the same.

ENTREPRENEURSHIP TIC-TAC-TOE ACTIVITY

DISCUSSION NOTES



- Write the words competition and cooperation on the whiteboard, on a transparency, or have them on a PowerPoint Slide. Another alternative is to have each written in large print on a separate flip chart page with each posted on the wall.
- Ask for volunteer “scribes” from the class to write responses from the class to the question you are about to pose.
- Ask students to share how they would define each term. Ask them for examples. Start with the term “Competition” and gather responses from the class. Then move to the term “Cooperation” and seek those responses.

Processing Questions

- Which phase of the activity was more satisfying (Phase one with competition or Phase 2 with cooperation).
- Which phase achieved the most points for the individual/the group?
- Why is cooperation usually more beneficial than competition in a business setting?
- Why would cooperation be especially important for an entrepreneur and his/her partners? staff/employees?

Additional Insights

- Explain that each symbol represented a unique aspect in life.
- Symbols can represent life aspects of your choosing, but suggested meanings are shown below:

 Friends & Family	 Happiness	 Recognition	 Love & Respect	 Financial Rewards
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